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ABSTRACT

Consistent with the philosophy that reading is an integral aspect of the total curriculum, the objectives listed in this handbook (developed by the Utah State Office of Education as part of a total course of reading study) are related to four dimensions of reading comprehension: literal, inferential, critical, and creative. For each of the listed dimensions, the handbook provides instructional objectives that are precise statements of measurable reading behaviors to be demonstrated by the student, and all objectives carry a number that identifies the subject area, level, and strand of each objective and provides information concerning the relationship of each objective to the general curriculum goals. The handbook also contains a statement of the goals of reading education in the state of Utah, a definition of reading comprehension, an overview of the total curriculum framework, administrative guidelines, the Barrett Taxonomy, and the reading and literature objectives developed for the 1980 assessment conducted by the National Assessment of Educational Progress. (HOD)

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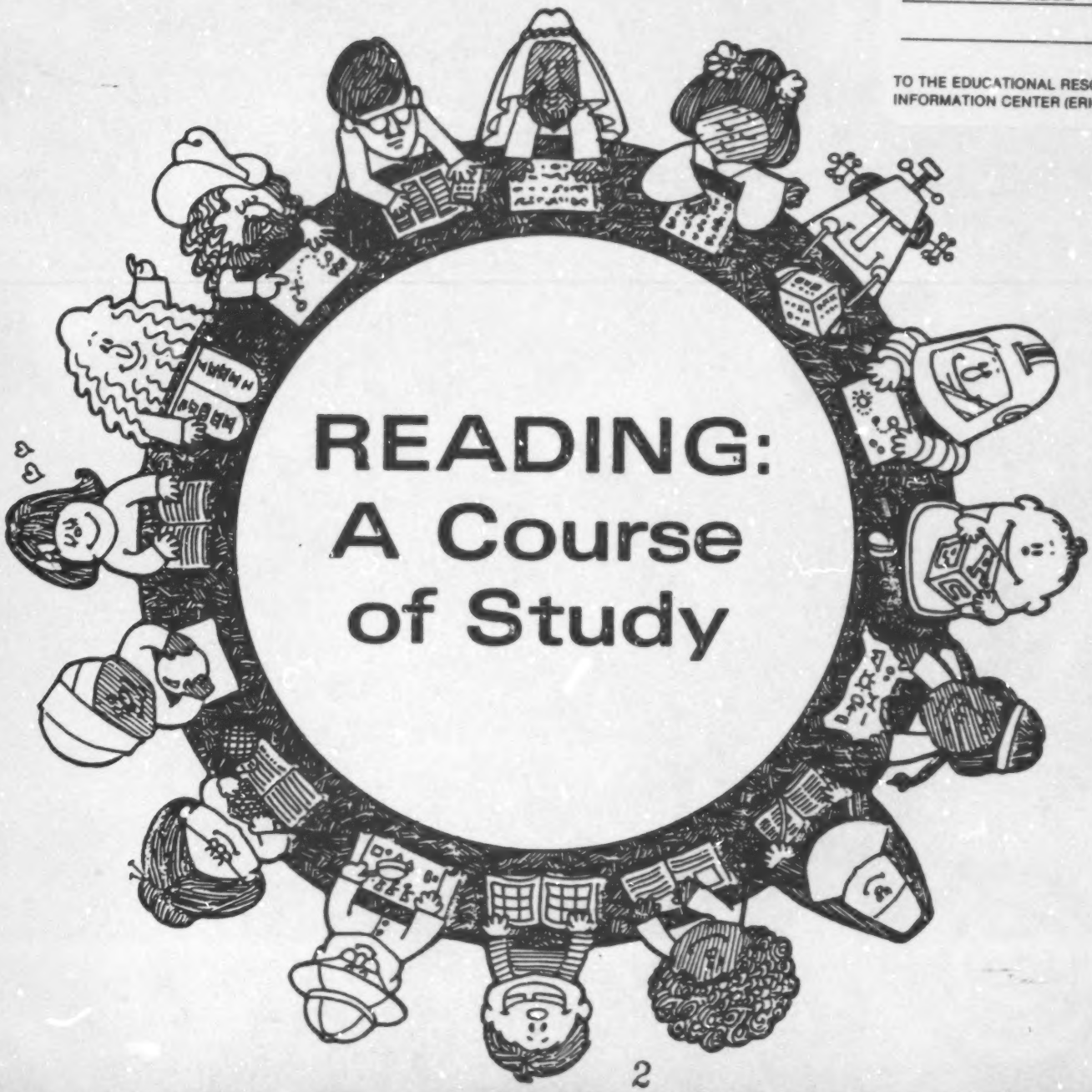

READING: A Course of Study

CS 007919

A COURSE OF STUDY FOR

READING INSTRUCTION IN UTAH:

COMPREHENSION

UTAH STATE BOARD OF EDUCATION

Walter D. Talbot
State Superintendent of Public Instruction

CURRICULUM AND INSTRUCTION DIVISION

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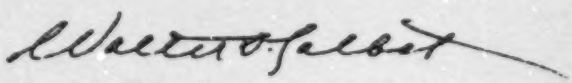
FOREWORD

The State Board of Education holds the position that ability to speak, read and write the dominant language, as a means of communication with others and personal enjoyment, is necessarily the basis for all education. Therefore, the Board has designated reading instruction as a top priority in Utah schools.

Learning to read is a complex task. I marvel that students learn to read as well as they do, and I give credit to good teachers and influential parents. While we are proud of the achievement level of our students, we recognize there is room for improvement as long as one child capable of learning does not read well.

Excellent reading programs are characterized throughout the grades by coordinated instruction, which teaches students the basic skills of reading and guides them in the effective and meaningful application of those skills in the content areas. In addition, such a program should open the students' eyes to the rewards of good reading. If students experience the joy of reading, whether for information or fun, they will continue to enlarge their vision as well as their understanding of the world around them. Obviously, exemplary reading programs are based on sound sequential objectives, and require the support of all teachers and administrative personnel.

We know when we concentrate on teaching the reading skills better we foster the learning of all children, whether they are gifted, disadvantaged, handicapped, or "normal" students. Therefore, our challenge is not only to improve reading instruction in the Utah public schools, but to eradicate failure and to fulfill every child's right to read.



Walter D. Talbot
State Superintendent
of Public Instruction

ACKNOWLEDGMENTS

To assure that the course of study reflects the philosophical, professional, and practical direction of the state, several sources of reading curricula developed in Utah were utilized in cross referencing and coordination of objectives. In addition, Reading and Literature Objectives (1980), selected by the National Assessment of Educational Progress, were thoroughly reviewed.

The revised edition of Reading for Information and Enjoyment (1976), a handbook published by the Utah State Board of Education, served as the general foundation for the goals and objectives. All skills listed in that guide are included in the new course of study. Concurrent with the handbook revision, the State Reading Task Force identified forty critical reading behaviors which were used as criterion reference test items in a statewide survey of student mastery of reading skills. Those objectives related to comprehension were also incorporated in the guide.

Another excellent resource was the curriculum materials developed as part of the Goal-based Educational Management System (GEMS) and the Right to Read Reading Improvement Project in Jordan District. This program achieved the recognition of being the only nationally validated Right to Read program. Mrs. Patricia Edwards served as the project coordinator.

Credit must also be given to the Exemplary Center for Reading Instruction (ECRI) and the director, Dr. Ethna Reid. The Center's leadership training and research efforts have had profound influence on reading instruction in the state and throughout the nation. In particular, the work of the Center in the area of comprehension provided valuable insight into the teaching/learning processes related to understanding written work.

Acknowledgment is given to the Utah State Reading Advisory Council. The assistance provided by members of this group is greatly appreciated. Finally, sincere commendations go to the teachers in Utah schools for the excellent reading instruction they provide students in their classrooms.

Nancy Livingston
Specialist in Reading Education

OVERVIEW OF CURRICULUM FRAMEWORK

A comprehensive effort called Designing Education for the Future was conducted in the late sixties which involved students, educators, and patrons throughout the state in the identification of goals for education. A statement of goals growing out of this effort has been officially adopted by the State Course of Study Committee.

Maturity Goals

The goals emerging from this effort emphasize the maturing human being as the major focus of educational endeavor. Eight maturity goals were established as open-ended continuums which are wide in scope and general in nature. By using these goals as the major focus, supporting goals and objectives have been developed that enable curriculum developers to relate their efforts directly to the life behaviors which contribute to each maturity and subsequently back to a specific maturity goal. The eight maturity goal statements are:

Intellectual maturity is exemplified by a continuing desire for understanding, a continuing interest in current problems, a continuing accumulation of knowledge, and an increasing ability to use one's rational powers.

Ethical-Moral-Spiritual maturity is exemplified by one's use of rational powers and of internalizing, valuing, and empathizing processes in satisfying oneself regarding life's purposes; in locating oneself in time and space; in revering life; in comprehending death; and in perceiving one's relationships to mankind and to the basic forces of the universe.

Emotional maturity is exemplified by increasing constructive management of one's emotions, of coping with stress and frustration, of accepting oneself, and of empathizing with others.

Social maturity is exemplified by increasingly exercising freedom with its accruing responsibilities; demonstrating functional leadership and appropriate followership; interacting in the social environment for self-realization and/or an awareness of the needs and values of others; acting within the basic values, institutions, and process of American democracy; understanding world interdependence and how diverse cultures function.

Physical maturity is exemplified by one's continuing appreciation and respect for the mind and body by increasing neuromuscular development, by self-fulfilling experiences through physical activity, and by continuing positive responses toward the solution of problems arising from increased leisure and health needs.

Environmental maturity is exemplified by seeking constantly to understand one's natural environment through rational thinking processes; through demonstrating fundamental skills required in the use of materials, equipment, and information gathered concerning the environment; through exhibiting an awareness of relationships that exist between human beings and the environment; and through performing acts in the environment that are relevant to one's own well being and to that of others.

Aesthetic maturity is exemplified by an increasing sensitivity in perceiving one's environment and acknowledging the human qualities of mankind, by a more satisfying use of one's senses in making aesthetic judgments, by more capably communicating aesthetic insights through the cultural arts, and through greater harmony within the individual.

Productive maturity is exemplified by continued involvement in creating, generating and using ideas, goods, and services which are beneficial to mankind and satisfying to the individual.

Course of Study for Elementary Reading

The maturity goals are the focus for each course of study developed for Utah schools. Although the process of learning to read involves only the intellectual domain, the product--reading comprehension--serves as a foundation for students' progress toward all eight maturity goals.

Consistent with the philosophy that reading is an integral aspect of the total curriculum, the Reading Course of Study was developed in conjunction with related language skills. The development of comprehension is not exclusive to reading, but dependent upon oral language concepts and thinking skills. Therefore, none of the objectives related to reading comprehension is "pure" and teachable in isolation of the other communication skills. To create artificial boundaries between reading and language would negate the major purpose of teaching basic skills--a tool for effective communication. The model must be interactive and multidisciplinary.

The strands included in the Reading Course of Study are: Part I: Decoding, Part II: Vocabulary, and Part III: Comprehension. Each of these strands is divided into general skill areas which group related learner outcomes into units. For each skill concept there are a number of instructional objectives which are precise statements of measurable reading behaviors to be demonstrated by the learner. The following course of study is specifically designed as a model for local program development which can be adopted to district needs and interests.

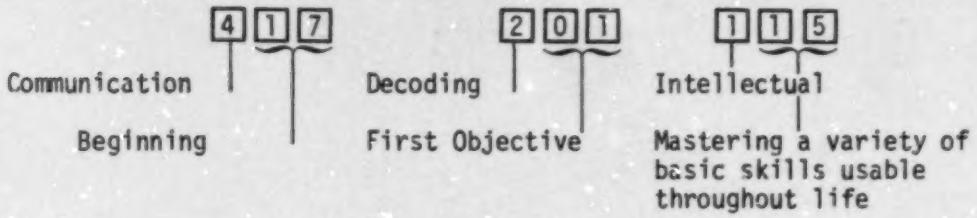
Significance of Numbers

All objectives developed under this effort will carry a six digit and a three digit number. The six digit number will be useful to the teacher in identifying subject area, level, and strand of each objective.

The three digit number provides information to the State Education Agency concerning the relationship of each objective to the general curriculum goals.

Example:

417-201: The learner will correctly name the upper and lower case letters of the alphabet when presented with the printed symbols such as A, b, f, T.



NUMBER CODE

SUBJECT AREAS - 1st digit in series

0 0 0 - 0 0 0 -Other
1 0 0 - 0 0 0 -Mathematics
2 0 0 - 0 0 0 -Science
3 0 0 - 0 0 0 -Social Studies
4 0 0 - 0 0 0 -Communications
5 0 0 - 0 0 0 -Music/Art
6 0 0 - 0 0 0 -Health/Phys. Ed.
7 0 0 - 0 0 0 -Driver/Safety Ed.
8 0 0 - 0 0 0 -Foreign Language
9 0 0 - 0 0 0 -Vocational/Career

LEVEL - 2nd & 3rd digits in series

0 0 0 - 0 0 0 - 0
0 0 1 - 0 0 0 - 1
0 0 2 - 0 0 0 - 2
0 0 3 - 0 0 0 - 3
0 0 4 - 0 0 0 - 4
0 0 5 - 0 0 0 - 5
0 0 6 - 0 0 0 - 6 — Instructional Sequence
0 0 7 - 0 0 0 - 7 — Instructional Sequence
0 0 8 - 0 0 0 - 8
0 0 9 - 0 0 0 - 9
0 1 0 - 0 0 0 - 10
0 1 1 - 0 0 0 - 11
0 1 2 - 0 0 0 - 12
0 1 3 - 0 0 0 - Primary
0 1 4 - 0 0 0 - Intermediate
0 1 5 - 0 0 0 - Jr. High/Middle School
0 1 6 - 0 0 0 - High School
0 1 7 - 0 0 0 - Beginning
0 1 8 - 0 0 0 - Intermediate
0 1 9 - 0 0 0 - Advanced

STRAND - 4th digit in series

0 0 0 - 1 0 0 Applied Communications
0 0 0 - 2 0 0 Reading - Decoding
0 0 0 - 3 0 0 Reading - Vocabulary
0 0 0 - 4 0 0 Reading - Comprehension
0 0 0 - 5 0 0 Study Skills
0 0 0 - 6 0 0 Affective Language
0 0 0 - 7 0 0 Literature
0 0 0 - 8 0 0 Composition
0 0 0 - 9 0 0 Speaking and Listening
0 0 0 - 0 0 0 Grammar

OBJECTIVES - 5th and 6th digit in series

0 0 0 - 201-230 Phonic Analysis
0 0 0 - 231-270 Structural Analysis
0 0 0 - 271-299 Sight Word Recognition
0 0 0 - 301-330 Word Relationships
0 0 0 - 331-370 Word Meaning
0 0 0 - 371-399 Contextual Relationships
0 0 0 - 401-420 Literal Comprehension
0 0 0 - 421-440 Inferential Comprehension
0 0 0 - 441-460 Critical Comprehension
0 0 0 - 461-480 Creative Comprehension

MATURITY - 1st digit in parenthesis

0 0 0 - 0 0 0 (1 0 0) - Intellectual
0 0 0 - 0 0 0 (2 0 0) - Ethical-Moral-Spiritual
0 0 0 - 0 0 0 (3 0 0) - Emotional
0 0 0 - 0 0 0 (4 0 0) - Social
0 0 0 - 0 0 0 (5 0 0) - Physical
0 0 0 - 0 0 0 (6 0 0) - Environmental
0 0 0 - 0 0 0 (7 0 0) - Aesthetic
0 0 0 - 0 0 0 (8 0 0) - Productive

CURRICULUM GOALS - 2nd & 3rd digits in parenthesis

0 0 0 - 0 0 0 (0 0 1) - First curriculum goal
0 0 0 - 0 0 0 (0 1 8) Last curriculum goal

On the following page, the curriculum goals for each of the eight maturities are listed and coded.

THE EIGHT MATURITIES AND RELATED CURRICULUM GOALS[1]

August 1977

1 INTELLECTUAL	2 ETHICAL-MORAL-SPIRITUAL	3 EMOTIONAL	4 SOCIAL	5 HEALTH AND PHYSICAL	6 ENVIRONMENTAL	7 AESTHETIC	8 PRODUCTIVE
01 Recognizing problems and issues.	01 Demonstrating a reverence for life.	01 Gaining acceptance by appropriate individuals and groups.	01 Interacting effectively in a group.	01 Supporting efforts to solve environmental health issues.	01 Observing and responding to beauty and orderliness.	01 Using the arts as a means of personal fulfillment.	01 Developing an appreciation of the dignity and importance of work.
02 Seeking and gathering data.	02 Respecting the dignity and worth of human beings	02 Enhancing a positive self-image.	02 Accepting responsibility for democratic social action.	02 Practicing preventive measures against the diseases of man.	02 Recognizing the necessity of balance in nature.	02 Recognizing that all art skills can be learned.	02 Striving to discover and develop one's own productive potential.
03 Analyzing and synthesizing data.	03 Respecting truth wherever found.	03 Understanding one's capabilities and limitations.	03 Supporting and strengthening the family as the basic social institution.	03 Achieving and maintaining a desirable level of physical fitness.	03 Acting with understanding of man's role in nature's balance.	03 Displaying a knowledge of a variety of art forms.	03 Planning for the future by establishing productive goals.
04 Formulating and testing assumptions.	04 Striving to discover "Who am I" and "Where am I going."	04 Perceiving life's realities - changing things one can and accepting things one cannot.	04 Respecting others in interpersonal relations.	04 Maintaining a desirable body weight.	04 Demonstrating a knowledge of the interrelatedness of technology, population density and pollution.	04 Mastering a variety of art skills usable throughout life.	04 Acquiring knowledge of a wide variety of work opportunities.
05 Choosing possible solutions or conclusions.	05 Living by a consistent personal and social code of ethics.	05 Permeating life with healthful emotions.	05 Committing oneself to group ideals and social regulations.	05 Practicing desirable body movement and posture.	05 Cooperating in the wise and multiple use of resources.	05 Seeing the relationships between nature and artistic expressions.	05 Developing capabilities essential for selected work opportunities.
06 Evaluating results.	06 Respecting man's continual, and almost universal search for an understanding of a supreme power.	06 Gaining satisfaction from work.	06 Assuming effective leadership and followership roles.	06 Practicing principles of good nutrition.	06 Recognizing the worldwide problem for matching needs to production and distribution of resources.	06 Perceiving the aesthetic qualities of one's environment.	06 Recognizing, generally, that rewards are commensurate with the quality and amount of work performed.
07 Making suitable changes in attitude and behavior.		07 Accepting responsibility for one's decisions and actions.	07 Acting with understanding of worldwide human interdependence.	07 Mastering a variety of sports and recreational skills usable throughout life.		07 Including aesthetic experiences during leisure time.	07 Developing personal characteristics valued by employers or leaders.
08 Communicating freely and adequately points of view.		08 Seeking emotional release and rejuvenation through leisure activities.	08 Appreciating diverse national and international cultures.	08 Participating regularly in wholesome leisure pursuits		08 Exploring the arts as a means of understanding the cultures of the past and present.	08 Gaining knowledge of personal and family practices leading to economic independence and security.
09 Discriminating between fact and opinion, reason and emotion.		09 Understanding the role of emotions in human actions.	09 Utilizing one's environment intelligently.	09 Recognizing the health hazards of smoking.		09 Supporting the arts in society.	09 Contributing one's share for the operation of government and other appropriate service agencies.
10 Tolerating tentativeness of situations.		10 Achieving intellectual, emotional, physical, spiritual and social balance.	10 Utilizing educational and other institutions to improve the quality of life.	10 Recognizing the health hazards of the use and abuse of alcohol and other drugs.			10 Searching for and evaluating inventive ideas for potential career opportunities.
11 Recognizing and evaluating societal values.		11 Coping with the realities of life and death.	11 Developing and applying values consistent with the well-being of society.	11 Limiting the use of drugs to those prescribed.			
12 Respecting differing opinions.		12 Developing and displaying empathy.	12 Demonstrating loyalty to the United States.	12 Refraining from participation in or promotion of health and food fads.			
13 Setting and pursuing personal goals. (achieving)		13 Being open to new and varied experiences.	13 Cooperating in the interest of peace and welfare.	13 Seeking professional medical services on a regular basis.			
14 Understanding the life processes.			14 Striving to achieve a balance between social stability and social change.	14 Practicing safety continuously.			
15 Mastering a variety of basic skills usable throughout life.			15 Participating in wholesome male-female relationships.	15 Demonstrating the capabilities to handle emergency situations.			
			16 Preparing for one's potential role as a marriage partner and as a parent.	16 Adjusting adequately to the physiological changes throughout life.			
			17 Practicing desirable personal care and grooming.				
			18 Understanding the effects of technological developments on man, societies and the world.				

[1]The curriculum goals are derived from the adopted Goals and General Objectives for Utah Schools.

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INTRODUCTION

Most reading objectives have a commonality for all learners, whether they are young or old, gifted or disabled. While the goals are generally the same, vast differences in the individual learning process require a wide range of teaching methods and materials, as well as varied amounts of time allocated to instruction.

Because of widely differing student populations, the guide is ungraded. While developmental reading programs usually have similar objectives, the sequence of skill instruction may vary according to the philosophy and publisher. In addition, there are differences in the wording of objectives which address identical reading skills. Therefore, it is important that teachers examine the scope and sequence of the reading program adopted for their school, and coordinate the objectives in this guide to the articulated program currently being taught.

During the primary grades, the majority of learners will have mastered the decoding skills and acquired a basic reading vocabulary equal to or above his/her instructional level. Obviously, comprehension will suffer if decoding is not automatic. A vital step to reading comprehension is understanding the meaning of words in print so vocabulary development is an essential part of reading instruction. People read for ideas, not for the meaning of individual words, and vocabulary is accumulative as one concept builds upon another.

Any complete curriculum provides time to hear and produce language. Many of the comprehension skills can best be taught at this time. Reading and language skills are not acquired in separate sequential steps, but overlap as they develop. Understanding ideas in print occurs most effectively when enhanced by verbal discussion and written composition.

The importance of using reading concepts and skills to function successfully in society cannot be over emphasized. Mastery of the objectives outlined in this course of study is essential to achieving functional competency in communication referred to in the Utah State High School Graduation Requirements. This can only occur through the implementation of practical learning activities related to life skills.

"You can hold the world in the palm of your hand when you know how to read a book."[1] Next to the acquisition of speech, reading is the most important tool an individual acquires. Every child deserves to have the wonderful world of reading at his/her fingertips.

---

[1] "Young Tom Jefferson," A children's musical produced by Harnick Adam Productions, Inc. New York.

PHILOSOPHY
UTAH STATE BOARD OF EDUCATION
POSITION PAPER

Reading Education

Reading is the capacity to receive and understand communication through written symbols. It is not only a response to words and phrases, but a vehicle for thinking. Reading contributes to the full and productive life of the individual and is essential to functioning effectively in today's society.

It is the goal of the Utah State Board of Education that all segments of the school population develop the skills and interest necessary for reading to the full limit of their capabilities.

IT IS THE POSITION OF THE UTAH STATE BOARD OF EDUCATION THAT:

1. Reading is a functional tool and a life-long skill, therefore, reading instruction should be offered as part of the continual process of education.

2. With few exceptions, all people can learn to read with comprehension, but the quality of performance will be influenced by the cognitive and effective development of the learner.

3. Each person has unique experiential and cultural backgrounds, therefore, no single method nor materials can accommodate the different learning needs and interests of the individual.

4. Every teacher is a teacher of reading and must provide the instruction necessary to critical understanding of subject matter presented in print.

5. As an integral aspect of the total curriculum, the reading program needs to be articulated and coordinated throughout all administrative units of the state and local school systems.

6. Effective programs of inservice training and staff development are essential for both administrative and teaching personnel if school systems are to develop successful reading programs.

7. A relationship of mutual accountability should exist between the school boards and teacher training institutions to produce and certify teachers with the required competencies to teach reading.

8. The quality of the reading program at any level should be verified by periodic monitoring and systematic evaluation.

9. The commitment of the community to the importance of reading and the involvement of a variety of persons in development and implementation of the reading program are essential factors in its success.

10. The ultimate value of reading is inherent in the achievement and satisfaction a person experiences as he/she reads for information and enjoyment.

THE GOALS OF READING EDUCATION

Every component of reading instruction logically must lead to a single major goal--a person who can and does read. Obviously, each person will have individual needs and may develop different skills. However, the mature reader has certain characteristics which can be identified. Therefore, the goal of reading education in Utah is to help students acquire the following behaviors:

I. Maturity in basic word identification skills

- A. Analyzing words phonetically and structurally
- B. Recognizing sight words
- C. Developing fluency in word pronunciation

II. Maturity in acquisition of a broad reading vocabulary

- A. Associating printed symbol with concept
- B. Using context to determine meaning
- C. Understanding word relationships
- D. Expanding vocabulary to new areas of study
- E. Appreciating and enjoying language

III. Maturity in comprehension of printed material

- A. Perceiving and recalling details
- B. Understanding organization and sequence
- C. Identifying main idea in selection
- D. Making inferences from literal information
- E. Thinking with logic and creativity
- F. Analyzing content critically
- G. Interpreting meaning and feelings between lines

IV. Maturity in reading study skills

- A. Using reference and resource materials efficiently
- B. Evaluating information for accuracy and relevance
- C. Collecting and summarizing material skillfully
- D. Interpreting symbols, maps, graphs, etc. accurately
- E. Adjusting rate and style to suit the type of material
- F. Developing an attitude of intellectual inquiry

V. Maturity in reading habits, attitudes, and interests

- A. Participating in a wide variety of reading experiences
- B. Appreciating the work of different authors and illustrators
- C. Using reading to meet group or individual needs
- D. Seeking opportunities to share reading experiences with others
- E. Exhibiting adequate performance in the communicative art of oral reading

READING COMPREHENSION

Comprehension has been defined by Webster as the capacity for understanding. And educators generally agree that the outcome of reading should be understanding the meaning of printed words. There is less agreement among teachers of reading as to how to develop comprehension skills and the nature of the mental processes involved.

Comprehension is really thinking. Reading comprehension is thinking, with print on a page as the data source, but the cognitive activities are common to the inspecting, sorting, organizing, inferring, validating, and deciding that go on in every other area of the curriculum. Comprehension development is not exclusive to reading.

In order to understand the things we read, we must have the appropriate background knowledge and real-life experiences. The foundations for reading might be thought of as a three-story building, with experience on the ground floor and language and logic occupying the upper floors. Any reading task requires these built-in or acquired competencies.

Reading comprehension is the outcome of the number of component skills that are interrelated and interdependent. Comprehension depends on automatic and accurate word recognition skills as well as vocabulary knowledge. The ability of the reader to perceive and use the organizational structure of sentences, paragraphs, stories and so on appears to affect comprehension.

Comprehension and memory are closely associated. The reader needs to remember the meaning of words, recall enough details to make an inference, and be able to link previous learning with what is being read.

Reading comprehension has been classified into levels. Edgar Dale identified three levels-literal, inferential, and critical reading-and described them as "reading the lines, reading between the lines, and reading beyond the lines." Most taxonomies divide comprehension skills into four levels, adding the category of creative reading comprehension to those previously mentioned. These four levels correspond to the classes of intellectual (cognitive) behavior identified by Benjamin Bloom and others. "Knowledge" relates to the literal level; "comprehension" and "application" to the interpretive level; "analysis" and "evaluation" to the critical level; and "synthesis" to the creative level.

As stated, readers generally use more than one comprehension skill at a time, and evidence shows even young children are capable of critical reading. However, the higher level functions cannot proceed without the lower level skills. It would be foolish to teach children to read words for which they had no oral language or to try to develop concepts in print for which they had no background experiences.

The dimensions of the four levels of comprehension are described below:

Literal Comprehension

This is the skill of getting the primary, direct or literal meaning of the ideas explicitly stated in the text. It may require the recognition of a single fact or ask the student to recall a series of events. At the literal, or factual level, the reader shows understanding of what the author said and is able to refer to specific facts in print. One of the literal comprehension skills is knowing the meaning of words. Other skills are assessed by asking who, what, where, and when questions.

Inferential Comprehension

This skill is that of supplying additional meaning to the text by using the author's explicit information to make comparisons, form generalizations, and predict outcomes. The reader must be able to combine facts from the text with his thinking, experiences, and imagination to infer what the author meant but did not put into words. The ability to paraphrase the author's general message, to anticipate what action might logically follow an event (but is not stated), and to interpret the literal meaning of figurative language are some inferential comprehension skills.

Critical Reading Comprehension

This level involves an interaction between the author and the reader. It is purposeful reading in which the higher level thinking processes are used to question or pass judgement on the accuracy, value, and appropriateness of what is read. At this level, the reader becomes judge and critic of the written work to compare ideas presented in the selection with some external criteria. Critical readers are thoughtful readers, but developing the skill is an ongoing process. Evidence is clear that children taught early will read more critically than those who are not. If we focus on higher-level questions we will get better language and better thinking, too.

Creative Reading Comprehension

In creative reading, the reader leaves the author's text and goes on independently to find answers to questions, create new ideas, and basically extend the reading experience by involving oneself in the material. This synthesis level includes literal, inferential, and critical comprehension skills. It starts with an inquiry or quest in the reader's mind. One difference between the interpretive and creative levels of comprehension is that at the interpretive level the reader adds the meaning the author intended for him or her to add; at the creative level, the reader adds their own reflections.

The role of the teacher in developing comprehension cannot be emphasized enough. Too often comprehension instruction is limited to a

few questions asked at the end of the reading experience. Teachers need to teach, and reteach if necessary, the more complex skills required for inferential and critical comprehension. Through discussion and demonstration, the teacher assists pupils to obtain information, to produce ideas, to evaluate those ideas, and to create new ones. Such abilities mark the difference between a person becoming a literary human being or merely a literate one.

INSTRUCTIONAL OBJECTIVES

This part of the Reading Course of Study includes instructional objectives related to the four levels of comprehension. The major categories are listed separately for more clarity, although they are not generally taught independent of one another. The teacher should utilize the methods that best facilitate higher levels of understanding for each individual learner. A combination of teaching techniques is usually most effective. Comprehension is a mental activity that cannot be observed. We can only make inferences about the nature of the comprehension processes. However, the performance of objectives related to comprehension can be measured and the relationship between instruction and reading materials can be analyzed.

In achieving the objectives for developing comprehension of written work, the reading selections and related activities should be appropriate to the age, experience, and needs of the individual learner and the peer group. Criteria for mastery will need to be determined by each teacher unless local schools have established their own levels of acceptable skill performance. However, there are some general guidelines to use in determining if comprehension is adequate. Students should have a 70% or higher rate of correct responses on assessment items related to a reading selection. The assessment process may require students to answer questions, recall events, paraphrase ideas, or respond in a variety of other ways.

LITERAL COMPREHENSION

Major Goal: The learner will demonstrate the ability to recognize and/or recall ideas or other information explicitly stated in the written work.

Instructional Objectives:

418-401 Understanding Words

The learner will demonstrate the word understanding necessary to comprehend literal information, including the following:

a. Word meaning for the vocabulary on his/her instructional reading level.

b. Pronounciation of words that have a shift in accent depending on their use in the phrase or sentence; for example, "The test is invalid," "She is an invalid."

c. Antecedents of pronouns or other words which may represent a stated idea, person, place, or event; for example, *they* and the word *family* can both stand for *Dad, Mom, Susan, and Joe Brown;* the *Fourth of July* can be referred to as a *holiday* or *it.*

d. Selection of the appropriate definition of a multiple-meaning word as a result of context clues; for example, *bark of a dog* in contrast to *bark on a tree.* (115)

418-402 Locating Details

The learner will locate in the text the major details or facts explicitly stated by the author, including such information as:

a. Important incidents or actions.

b. The indicated location, setting, or cultural environment.

c. Names, relationships, and specific traits of the major characters.

d. The historical period, date, season of the year, or other time of action.

e. The source of a specific quote. (115)

418-403 Finding Answers

a. The learner will correctly answer both printed and verbal questions which require recall of facts. Such questions generally begin with *Who..? What..? When..? Where..?*

b. The learner will correctly identify words or statements in the text that provide proof for the answer to a given question. (115)

418-404 Classifying Information

The learner is able to organize the stated elements in a selection into categories with the appropriate heading, such as *people, places, events, dates,* and *objects.* (115)

418-405 Identifying Main Idea

a. The learner will locate key words or a topic sentence as an aid in identifying the main idea.

b. The learner will identify the main idea in a lengthy, complex sentence or paragraph.

c. The learner will distinguish between the major topic and those subordinate ideas or supporting details.

d. The learner will identify the stated moral of a fable.

e. The learner will tell how the title, subtitle, or chapter heading relates to the stated main idea. (115)

418-406 Recognizing Sequence

a. The learner will recognize words and phrases that signal time sequence such as *in 1984, at last, the next day, afterwards.*

b. The learner will correctly list in order of occurrence the actions or events stated in a story or article.

c. The learner will correctly follow the steps outlined in a set of printed instructions. (115)

418-407 Making Comparisons

The learner will compare the similarities and differences in the characters, time period, place setting, events, and other details explicitly described in the story or article. (115)

418-408 Relating Cause and Effect

a. The learner will identify the specified reason for the occurrence of certain results or happenings described in the selection.

b. The learner will distinguish between which event is the cause and which is the effect in situations stated in the text but not necessarily in direct proximity.

c. The learner will recognize word indicators such as *because* and *therefore* which signal cause and effect. (115)

INFERENTIAL COMPREHENSION

Major Goal: The learner will demonstrate the ability to understand what he/she has read by using the ideas and information stated by the author to make inferences and form generalizations.

Instructional Objectives:

418-421 Understanding Words and Phrases

a. The learner will use synonyms and antonyms to describe people, places, ideas or events stated in the selection.

b. The learner will recognize the influence of transitional or "signal" words on the direction of a theme or idea in a paragraph or short selection.

c. The learner will recognize analogies as implied comparisons and understand the literal meaning of metaphors, similes, etc.

d. The learner will show an awareness of jargonistic terms and expressions used in written work.

e. The learner will paraphrase the more literal interpretation of figurative and idiomatic expressions that occur in the reading material.

f. The learner will give an equivalent rewording in formal language for colloquial expressions appearing in print. (115)

418-422 Recalling Information

The learner will produce from memory and state in his/her own words the significant parts of a selection, such as main idea, supporting details, and sequence of events. (101)

418-423 Recognizing Purpose

a. The learner is able to describe what he/she believes to be the author's style, point of view, or intent in writing the selection. The author's intentions may be to inform, to persuade, to entertain, and/or to inspire the reader.

b. The learner will recognize the purpose for which one might read a particular text. Such reasons may be to gain knowledge or skills, to solve problems, to relax and enjoy, and/or to expand one's horizons. (101)

418-424 Interpreting Meaning

a. The learner is able to supply missing elements such as words, phrases, ideas or steps that have been implied but not stated in the reading.

b. The learner will interpret a character's feelings and thoughts by his/her specific words or actions.

c. The learner will infer the answer to *"how"* and *"why"* questions which relate to the story or article but where the answer is not directly stated in the content.

d. The learner is able to support his/her conjectures or hypothesis with statements or passages from the reading selection. (104)

418-425 Perceiving Relationships

The learner is able to make comparisons of perceived commonalities and contrasts in characters, ideas, settings, and events. Such inferential comparisons revolve around such concepts as *here* and *there, then* and *now, this way* and *that, he* and *she, we* and *they,* etc. Two or more sources of reading may be involved in relating ideas and actions. (103)

418-426 Consolidating Ideas

a. The learner will rank or identify the order of importance of facts, events, details, or ideas in a selection. This requires the learner to distinguish between specific and general facts, relevant and irrelevant information.

b. The learner is able to summarize or condense the stated information in a story, article or other text by paraphrasing the major points. (103)

418-427 Predicting Outcomes

The learner is able to predict a logical outcome of an explicit action and/or to infer the probable reason for the occurrence of a stated happening or result. For example, such predictions may require the learner to do the following:

a. Indicate the content of a story or article from the introductory paragraph.

b. State what might have happened before and/or after an event described in the text.

c. Suggest a possible ending for a selection if the author had left it unfinished. (105)

418-428 Forming Conclusions

a. The learner is able to supply the implied theme or general principle illustrated by a set of stated examples in the text.

b. The learner will interpret the content of a fable, essay, or similar selection and provide the moral or value suggested but not stated. (105)

CRITICAL READING COMPREHENSION

Major Goal: The learner will demonstrate the ability to evaluate or pass judgment on the quality, accuracy, and worth of what he/she has read.

Instructional Objectives:

418-441 Understanding Words and Phrases

a. The learner will demonstrate his/her understanding of the impact of influential and emotive words on the reader's interpretation of what is read.

b. The learner will recognize vocabulary words which signal author bias, opinion and lack of objectivity including use of unverified pronouns as *they say* and *we believe*, and unconditional terms like *absolutely*, *no doubt*, and *the very best*.

c. The learner will distinguish between the denotative and connotative meanings of words and phrases.

d. The learner will discriminate between the use of jargon which is the specialized or technical language of a trade, topic, or class and that which is meaningless, confusing verbiage by an author. (115)

418-442 Recognizing Fact and Fiction

a. The learner will be able to differentiate between written work that is factual and presents ideas known to be true, and writing that is fictional or primarily the opinion of the author.

b. The learner will recognize when a reading selection is realistic fiction, based on logical events and true-to-life characterization.

c. The learner will recognize fictional writing based on fantasy where the events, setting, and characters are a product of the author's imagination and could not have existed or occurred in real life. (109)

418-443 Determining Purpose

The learner will recognize the opinions expressed by the author or reporter in a story or article and determine the

reasons for such a point of view. For example, the reader might ask the following questions:

a. Who is the author?

b. Whom is he/she serving?

c. What is his/her aim in writing the article or story?

d. What techniques did he/she use?

e. Who is the target audience and how are they likely to be influenced? (112)

418-444 Verifying Accuracy and Adequacy

The learner is able to evalute the accuracy and adequacy of a written text by applying one or more of the following:

a. Weighing the information against personal background and knowledge.

b. Differentiating between specific and general statements and other levels of abstraction in contrast to scientific reasoning.

c. Noting completeness or adequacy of coverage in the information contained in the text.

d. Documenting citation of source, references, dates, reputation of the publication, and research design.

e. Comparing content with similar work written by authorities in the same field.

f. Judging the author's qualifications to become an authority, such as his/her educational level, academic reputation, employment or experience background. (102) (103)

418-445 Identifying Persuasive Writing

a. The learner will identify the persuasive techniques used by an author for the purpose of influencing one's thoughts or actions.

b. The learner is able to discriminate between persuasive writing which represents an editorial stance and that which is the personal bias of the author.

c. The learner will understand the nature of controversial topics, materials, and the hazards to clear thinking that may be inherent in the reading content.

d. The learner will discriminate between objective and subjective statements and opinions by an author.

e. The learner is able to determine relevancy of ideas to a problem or question as well as identify the incongruities, absurdities, and other abuses of logic by the author. For example, the reader might list the statements that represent half-truths and therefore result in an incorrect impression. (109) (112)

418-446 Detecting Propaganda Techniques

The learner is able to detect the purpose and kinds of propaganda techniques by which an author deliberately tries to influence the reader's thoughts or actions. The following methods are commonly employed to promote a particular idea or product:

a. Citation of an authority or testimonial by a well-known person.

b. Broad assumptions and over-generalization of ideas and conditions.

c. Transfer of one situation to another whether appropriate or not.

d. Labeling or name-calling associated with positive or negative connotations.

e. Messages conveyed through use of emotional or exaggerated statements.

f. Appeal to the human need to identify with significant people in the reader's life, including his/her peer group. (109)

418-447 Examining Appropriateness

The learner will critically examine the issue and ideas presented by an author, determine whether or not the content is worthwhile and appropriate to one's own value system and that of the reader's community. (106) (111)

CREATIVE READING COMPREHENSION

Major Goal: The learner will demonstrate the ability to synthesize and expand upon the ideas and information gained in reading as a means for developing new skills, intellectual growth, self-understanding, and creative problem-solving.

Instructional Objectives:

419-481 Identifying Concerns

The learner will list a series of personal questions and concerns stimulated by his/her interest and involvement in what is read. (108)

419-482 Processing Information

The learner is able to use information gained in reading to produce new ideas or concepts. For example, he/she is able to use present knowledge and background to help make decisions related to changing goals, feelings, and behavior. The following processes may be involved:

a. Demonstrating fluency in ideas, expression, and other divergent thinking skills as a result of his/her reading.

b. Evaluating the quality of one's ideas by discriminating between those that are merely novel and those that reflect true originality and imagination.

c. Anticipating outcomes to several alternatives and the effect of certain choices and decisions in terms of one's own welfare and that of others.

d. Rethinking or revising his/her ideas accordingly, as new information and situations are considered; and identifying his/her reasons for changes in opinions, preferences, and actions. (107) (113)

419-483 Solving Problems

The learner is able to extend the information gained from reading to find answers to personally important concerns and problems. Such problems may be related to family, jobs, hobbies, religion, legal and political matters, physical and mental health, etc. For example, the learner will:

a. Use books, people, reference materials, and the environment as resources for additional information.

b. Consider and develop alternative methods for reaching one's goal.

c. Select the better way in terms of previous knowledge and predicted outcomes.

d. Act upon his/her decision or choice by modifying personal behavior, values, and thoughts. (102) (105) (113)

419-484 Expanding Interests

The learner will demonstrate an increasing and on-going interest in seeking knowledge about new ideas, other people and places, and events as a result of one's reading. For example, the learner will be able to:

a. List ways reading has had a personal impact on his/her life.

b. Select such things as books, art, environment, clothing, friends, and music according to his/her interests.

c. Defend his/her choices and gives reasons for preferences and opinions.

d. Seek out additional experiences and information as well as communicate ideas to others. (111) (112) (114)

ADMINISTRATIVE GUIDELINES

POLICY ON TEACHING OF READING
(Adopted March 17, 1978)

STATEMENT OF PHILOSOPHY

On January 20, 1978, the State Board of Education included in the certification standards for elementary and secondary teachers a requirement that before initial endorsements are issued, prospective elementary teachers will possess competency in the teaching of reading and that prospective secondary teachers will possess competency in the teaching of reading in the content areas. It is the obligation of the State Board of Education to issue guidelines to the six teacher education institutions to assist them in interpreting the reading requirement in order to develop and implement programs which will satisfy the intent of the new standard. Relative to this, "Guidelines for the Preparation of Educators in the Teaching of Reading" have been written.

DEFINITION OF TERMS

Teaching of reading in the content area: Secondary trained teachers will be able to apply skills of teaching reading in the academic area in which they are assigned teaching responsibilities. They will be able to assist students in their classes to improve their reading skills through the subject matter of the class, i.e., math, English.

POLICY STATEMENT

Secondary teachers being recommended for certification will have demonstrated the competency to:

1. Use informal reading evaluation techniques.
2. Develop readiness for the specific content area reading task.
3. Modify reading materials and activities to accommodate different levels of student readiness.
4. Facilitate development of different levels of comprehension, particularly those involving the critical and analytical thinking skills.
5. Assist students in developing and applying appropriate study skills to better facilitate acquisition of content area material.
6. Understand developmental reading skills in relation to students' different reading levels and needs.
7. Recognize the different levels of maturity with special understanding of the interests and tastes of young people.

8. Motivate a variety of language-related experiences such as observing, listening, speaking, and recording to reinforce content area reading.

9. Teach the special language of the subject matter and vocabulary essential to concept development.

10. Facilitate students' awareness of the relationship of reading to future educational or occupational choices.

Elementary teachers being recommended for certification will have demonstrated the competency to:

1. Select appropriate basic and supplementary instructional materials and organize the classroom for reading.

2. Use diagnostic/prescriptive procedures and the application of various developmental and corrective techniques.

3. Teach word identification skills through phonic analysis, structural analysis, visual recognition, context, and dictionary usage.

4. Facilitate development of different levels of comprehension, particulary those involving the critical and analytical thinking skills, as they apply to reading content.

5. Recognize the different purposes for reading, such as functional, recreational, developmental; and to motivate a variety of reading experiences.

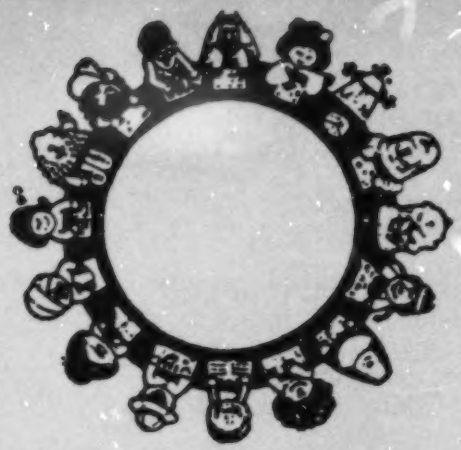
6. Design student activities for reinforcing the reading skills and positive self-concept and the related language skills of observing, listening, and speaking.

7. Evaluate the progress of individual students in reading and assess group reading achievement.

8. Recognize the different levels of maturity with special understanding of reading interest and tastes of young people.

9. Understand the acquisition and development of reading skills in relation to various age levels and different levels of maturity.

10. Understand the theory, development and interrelationships of listening, speaking, reading, writing, and thinking skills.



UTAH STATE READING ADVISORY COUNCIL

Standard of Excellence

A. COMMUNITY CLIMATE

The whole community atmosphere reflects a commitment to the importance and enjoyment of reading by:

1. Involving a variety of interested persons (including teachers, principals, specialists, parents, students, and community representatives) to provide input into program goals.

2. Disseminating information about the needs and purpose of the reading program to the general community.

3. Supporting the school faculty, board members, administration, parents, and students in the development of a quality reading program.

4. Participating in programs of education for parents and other adults that place a special emphasis on home based reading-related preschool experiences and activities.

5. Setting an example for young people in the wholesome selection of reading material.

6. Maintaining a well-staffed and up-to-date public library system.

7. Demonstrating through the above activities that the entire community views reading as an important ongoing activity in each individual's life.

B. EDUCATIONAL CLIMATE

The total educational climate enhances the reading experience for all learners by:

1. Maintaining an educational system within which all persons can expect to develop optimal growth in the skills and desire to read.

2. Implementing reading programs that recognize and accommodate the needs of all segments of the school population, including adults and handicapped students.

3. Employing a staff that demonstrates an understanding of human behavior and a concern for each individual's learning potential.

4. Developing staff awareness and appreciation for the culturally diverse backgrounds of students.

5. Recognizing the importance of personal independent reading and promoting this type of reading in home and school settings.

6. Maximizing learner satisfaction during instructional and recreational reading and, therefore, motivating a lifelong love of reading.

C. STAFF DEVELOPMENT

The school system, through the Board of Education, demonstrates a commitment to the development of a competent school staff by:

1. Designating people within the school system who have a responsibility for the development and maintenance of a quality reading program.

2. Seeking candidates to fill positions at all levels of the system who demonstrate competencies in teaching reading.

3. Conducting his/her assessment of teacher competence in reading instruction and their attitude toward reading for determining inservice training needs.

4. Establishing an incentive program for teacher inservice training in reading to assure maximum participation.

5. Providing staff development for administrators, teachers, and teacher aides, as well as other ancillary educational personnel.

D. PROGRAM DEVELOPMENT

The school system develops an articulated and coordinated reading program throughout all administrative units of the school system by:

1. Developing a comprehensive plan for action.

2. Establishing goals and instructional objectives which provide for both cognitive and effective skill development.

3. Utilizing a diagnostic/prescriptive approach to reading instruction, involving differentiated teaching staff and using a variety of materials and methods.

4. Providing appropriate instruction for a variety of reading levels in the content areas.

5. Providing basic skill instruction and being accountable for the mastery of these skills.

6. Assessing the extent to which learners develop and use the skills taught.

7. Maintaining and assuring transfer of adequate student records related to reading performance.

8. Improving the leadership ability of principals and other administrators in the management of reading programs.

9. Providing periodic and systematic evaluation of the effectiveness of the reading program.

10. Integrating reading into the total curriculum and offering reading instruction as a continuous process.

E. SUPPORTIVE MATERIALS

The school system will provide for supportive materials to improve reading instruction by:

1. Assuring materials contain good literature and appropriate illustrations.

2. Providing various materials which are correlated to the instructional objectives of the reading program, and accommodate the developmental needs, learning styles, and reading interests of the pupils.

3. Maintaining a library of carefully selected and frequently updated professional and recreational reading media.

4. Selecting materials that reflect the values of the community and provide for broad, wholesome reading interest.

F. TEACHER TRAINING INSTITUTIONS

Teacher training institutions will demonstrate a commitment to improving reading instruction throughout the state by:

1. Certifying teacher competencies in reading instruction for all graduating education majors.

2. Providing consultation, workshops, research assistance, and inservice training to the state and districts needing special help for improving reading instruction.

3. Developing graduate programs that will assist in preparing elementary and secondary reading specialists to serve as reading teachers and leaders.

4. Developing a program of reading leadership for administrators in the public school system.

GLOSSARY

Analogy	A relation of likeness between two things which correspond in some attributes, such as function or position, but are otherwise dissimilar.
Application	The independent use of ideas and facts gained through reading and other experiences.
Author's Style	The awareness of an author's particular manner of writing-how the author expresses himself or herself.
Cause and Effect	The ability to perceive one thing as the direct result of another.
Characterization	The identification of character traits and the understanding of how and why characters in a story act and react as they do.
Classification	The grouping of objects, persons, ideas, and so on, into categories or classes according to shared characteristics or functions.
Climax	The ability to discover the high point of excitement and interest or the point of greatest tension in a plot.
Cliche	A trite or overused expression.
Colloquial	Pertaining to everyday speech.
Comparison	The noting of similarities and/or differences between objects or persons or ideas.
Conclusion	The formation of a decision based on information, judgments, reasoning, and so on.
Content Reading	The reading required in order for students to understand the concepts presented in subject matter textbooks and other printed material, such as social studies and science.
Context Clue	The hints that help with the meaning and pronunciation of words or making sense of a situation which come from inspecting surrounding words, phrases, and sentences.

Creative Reading	The ability to produce imaginative and original ideas and projects by extending the material or by putting oneself into what has been read.
Critical Reading	The skill of the reader to evaluate or pass judgment on the quality, value, accuracy, and truthfulness of what is read.
Detail	The awareness of the specifics of a selection, together with their relationships to the main ideas.
Dialect	A variety of language used by a group of speakers for most ordinary communication, set off from other varieties of the same language by geographic or societal criteria. Everyone speaks a dialect.
Emotional Reaction	The perception of how a character behaves psychologically in response to the events in a story or putting oneself emotionally in the place of a story character.
Fact	Something asserted as having real, demonstrable existence; information that is proven accurate.
Fantasy	A story or play based on imagined or unreal elements that could not have possibly happened.
Fiction	A product of the author's imagination; a type of literature where the character or events are not actually true. Realistic fiction can be about things that might have happened in real life.
Figurative Language	The selection of vivid vocabulary that does not state the literal truth but expands the meaning and impression by suggesting comparisons, as in similes and metaphors, and in other ways such as personification, irony, and the employment of imagery.
Following Directions	The doing, step by step, of what one is told to do verbally or through printed instructions.
Forecasting	The predicting of what is likely to happen in a story, whether or not the prediction will be fulfilled.

Foreshadowing	A hint that an author places in a selection to indicate a turn of events that will occur later.
Generalization	The formation of concepts inductively based on details, main ideas, inferences, judgments, or conclusions.
Hyperbole	A kind of figurative language that exaggerates without intending to deceive.
Idiomatic Expression	The use of words in such a way that the total meaning cannot be deduced from a simple grammatical summing up of the usual meanings of the individual words, for example, *I am catching cold.*
Imagery	The forming of sensory representations in a reader's mind while reading.
Inferential or Interpretive Comprehension	The skill of using information stated in the author's text and the reader's background knowledge to make generalizations, infer relationships, predict outcomes, and supply additional meaning to given facts. This skill involves conjecture and hypotheses based on literal information but extending beyond the printed text.
Irony	Deliberately saying one thing and meaning the opposite; an outcome the opposite of what might be expected.
Literal Comprehension	The skill of getting the primary, direct, or literal meaning of the idea, word, or information that is explicitly stated in the printed text.
Literary Type or Genre	A particular kind of writing such as a story, a poem, an essay, or a play.
Main Idea	The awareness of the major line of thought in a selection.
Metaphor	A figure of speech that implies a comparison between two basically unlike things that are alike in some way, for example; *Books are fountains that invite the thirsty.*
Mood	The overall feeling built into a piece of writing.

Note-Taking	The writing down of facts, ideas, and so on, for reference.
Opinion	The awareness of the author's way of looking at the subject at hand; or the expression of one's own ideas or feelings in response to something that has been read.
Outlining	The organizing of main ideas and details in a selection in a schematic form designed to convey their relative prominence.
Paragraph Meaning	The ability to summarize the sense, or the main idea, of a paragraph.
Paraphrase	The ability to express the author's ideas in one's own words.
Part and Whole	The ability to view one thing as a portion of, or wholly contained within another.
Personal Evaluation	The appraisal of the worth of a character, an idea, or a selection based on personal values or the expression of a judgment based on a comparison to a situation in one's own experience.
Personification	The literary treatment of animals and things as if they were people with human qualities.
Phrase Meaning	The ability to summarize the sense of a unified group of words or thought units.
Picture Interpretation	The deriving of meaning from pictures or the ability to combine information provided by both text and pictures illustrating the text.
Plot	The ability to note the sequence of events and situations in a story, novel, play, or narrative poem.
Point of View	The method a writer uses to communicate with the reader. The first person point of view is the view of the narrator who reports all the action through his or her own observation. The third person point of view is the view of a participant in the action whose necessary restricted observations are 'reported' by the writer. The omniscient point of view is the view in which the writer has infinite knowledge of the scene, actions, and inner thoughts of the characters.

Prior Knowledge	The understanding of a selection based on insights gained from previously learned material.
Propaganda	The use of information by an author to promote an idea, person, or organization, or cause; or to persuade the reader to think like the author.
Purpose	The ability of the reader to establish his/her immediate reason for reading a selection or the understanding why an author presumably chooses to write what he or she did.
Recall	The ability to remember a particular action, the characters involved, the details and/or sequence of events.
Recognition	The ability to locate or identify ideas and information stated in the reading material.
Satire	A deliberate use of ridicule, irony and exaggeration to mock people, ideas, or customs.
Scanning	The rapid examination of a selection to locate specific information.
Semantics	Pertaining to meaning or the study of meaning. Semantics, therefore, includes what is often called grammar or syntax.
Sentence Meaning	The ability to summarize the sense of a sentence.
Sequence	The ability to order facts, events, ideas, and so on, on a chronological, spatial, or causal scale.
Setting	The identification of the scene or locale of a selection, encompassing the time as well as the geographic place.
Simile	A figure of speech that implies a comparison between two basically unlike things that are alike in some way. The two unlike things are joined together with the word *like* or the word *as*.
Skimming	The rapid examination of written materials to get an idea of the general content.

Summarizing	The presentation in condensed form of the substance of something one has read.
Supporting Ideas	Words and sentences that provide additional background to reinforce the main idea.
Syntax	The aspect of grammar that is concerned with the correct construction of sentences but not with the pronunciations or spellings of elements of those sentences.
Time	The consideration of the temporal or chronological setting in which a person, thing, or event operates or takes place.
Topic	One or two words that identify the specific subject or theme treated in a paragraph, essay, or chapter.
Wh Questions	Questions beginning with one of the words: *Who..? What..? When..? Where..? Why..?*, or *How..?*

APPENDIX A

National Assessment of Educational Progress
Reading and Literature Objectives
1980 Assessment[1]

OBJECTIVE I

COMPREHENDS WRITTEN WORKS

Comprehending written works is the core of the reading and literature objectives. All of the other responses to written works--valuing, interpreting, evaluating, studying--depend upon a reader's initial ability to discover primary meaning in a text. One way of describing units of meaning is in terms of propositions. Propositions have been variously defined by researchers. In the assessment objectives, a proposition is defined as a unitary statement about the relationships among concepts or ideas. A proposition includes a topic and comment, an argument and a predicate. A proposition can be defined with a statement ("The dog is big.") or/and event ("The dog barked.").

A proposition typically takes the form of a clause or sentence. However, it should be kept in mind that words, clauses, and sentences do not, in themselves, represent complete meaning. It is the reader's interaction with printed material that creates meaning. In some cases the meaning is clearly indicated by the text; it is explicit. In other cases the meaning is not; it is implied.

The comprehension objective is divided into three subobjectives: (1) comprehending words and lexical relationships, (2) comprehending propositional relationships and (3) comprehending textual relationships. This taxonomy of objectives is not meant to represent a hierarchy of subskills nor the sequence by which comprehension is achieved or is learned. Rather, it is a useful way of organizing the questions in this assessment so that they address important aspects of comprehension of a wide variety of text types.

A. Comprehends Words and Lexical Relationships

In written works a proposition is represented by words linked together in a clause or sentence. The key to comprehending a proposition is understanding the meaning of words and understanding lexical relationships--the structural relationships among the words. These two elements are the focus of the first subdivision of the comprehension objective.

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[1]The National Assessment of Educational Progess is funded by the National Institute of Education. It is under contract with the Education Commission of the States. Suite 700, 1860 Lincoln Street, Denver, Colorado 80295

Comprehending the meaning of words requires understanding the context in which they are used. The dictionary readily shows that words have many meanings. In some cases, often in literary language, words are used idiomatically or in unusual or poetic ways. Comprehending word meanings involves understanding a full range of meanings from normal dictionary meanings to unusual meanings, all derived from the context of the written materials.

Another aspect of understanding a proposition is comprehending the lexical relationships among the words that make up that proposition. It involves, in part, understanding the relationships of the actor, the action, the action's recipient, and so forth. These aspects of structure are typically called case relationships. It also involves understanding the structural relationships that result from anaphora--the use of a word to stand for or refer to other words. The most common of these is the relationship between a pronoun and the noun it represents.

Can students understand the meanings of words when used in the context of written material?

Can students understand figurative and idiomatic meanings of words?

Can students understand case relationships such as actor, action, and recipient?

Can students understand anaphoric relationships between words and their referents?

B. Comprehends Propositional Relationships

In text, propositions are most often linked together to express relationships between states or events. One of the most common is a causal relationship--for example, "The car would not run because no one remembered to fill the tank with gas." Other types of propositional relationships include temporality (one event happens after another event), instrumentality (one event serves as a means for accomplishing another event) and comparisons and contrasts (the similarities or differences between events or states). This is a representative, but not exhaustive, list of types of relationships.

In written material, relationships among propositions are sometimes clearly stated ("John went home crying because Jim hit him.") and are other times implied ("Jim hit John. John went home crying."). Often a propositional relationship is expressed by two adjacent propositions; however, the relationship may be established by more than two propositions. The relationships may be established within a single paragraph or across several paragraphs. For the purpose of this subobjective, propositional relationships are limited to

understanding the stated or implied relationships between two or more propositions within a single paragraph. Understanding relationships that are established over more extended discourse is reserved for the third subobjective, comprehending textual relationships.

Can students understand propositional relationships--such as causality, temporality and instrumentality--that are clearly stated in a paragraph?

Can students understand propositional relationships--such as causality, temporality and instrumentality--that are implied in a paragraph?

C. Comprehends Textual Relationships

The major difference between comprehending propositional and textual relationships is the amount of text that a reader is required to process. Textual relationships are established across paragraphs and sometimes across an entire text; for example, statements about a person in a story may be provided in several episodes that together suggest the character of the person. Similarly, information about a particular topic may be developed in several paragraphs to form a main idea. Textual relationships may deal with meanings that are derived from reading an entire book. For the purposes of this assessment, these relationships are restricted to those established across more than one paragraph of a passage.

In written material, textual relationships are rarely explicitly stated. A poem might not directly state its meaning; a newspaper editorial might not clearly state its purpose. These meanings are derived by inferring the relationships among propositions. Included in comprehending textual relationships are many aspects of understanding usually associated with literary works, such as character, mood, theme, and interpretations of meaning. Other types of textual relationships are more often associated with expository texts, such as main idea and purpose. Many types of explanatory relationships (such as generalizations, implications, predications) are prevalent in both literary and expository texts. The questions following are suggestive and by no means bound to text type.

Can students infer the main idea or purpose of a text?

Can students understand the character, mood, theme or meaning in a text?

Can students understand various explanations for states or events?

OBJECTIVE II

RESPONDS TO WRITTEN WORKS IN INTERPRETIVE AND EVALUATIVE WAYS

Having comprehended written works, readers can reflect upon them and respond in ways that will both deepen understanding and integrate

the works into a framework of knowledge and values. All of us do a certain amount of subminimal interpreting and evaluating in the very act of comprehending. This objective, however, addresses *deliberate, conscious* kinds of interpretation and evaluation--for instance, the sort that a student must often do in class discussion or that a serious reader must do to fully understand and absorb the broadest implications of written words.

There are several major ways to deepen understanding of a written work. Readers can use their awareness of a work's emotional impact upon them as important information about its purpose and quality. They can also use their personal experience to better understand particular ideas, characters or situations. Readers can compare any written work to other works or examine it in the light of information from such fields as history, science or philosophy. They can analyze written works in terms of their structure or their employment of aesthetic conventions. These ways of deepening understanding are not mutually exclusive; some or all may happen at the same time.

Evaluation, the end product to a full reading and the activity that determines what one will do as a consequence of reading something, often follows interpretation. Having comprehended a work and having interpreted its many levels of meaning, fluent readers will often place it in a larger framework of values. To do so, they must develop criteria for evaluation and a capacity to apply these criteria to a range of reading experiences.

A. Extends Understanding of Written Works Through Interpretation

Fluent readers should acquire practical skills for deepening their understanding of what they have read. Skills in responding to written works are often associated with the act of interpreting literature, but they can be applied to nonliterary works as well. For instance, the Declaration of Independence, the U.S. Constitution, and the Bible have been analyzed and interpreted in many different ways, each of which has expanded the range of its potential meanings. Serious scholarship in all fields often requires close analysis and reinterpretation of texts in the light of new knowledge or different perspectives.

1. Demonstrates awareness of emotional impact of written works

Reading is both an intellectual and an effective activity. A great many works are intended to entertain, persuade or illustrate through appeals to the emotions. Thus, an important goal of reading and literature instruction is that students become aware of their feelings, become confident about expressing them and become capable of using them to extend their understanding of what they read. By articulating their feelings through discussion or writing, they can become more involved with historical or literary characters, events and ideas. Increased involvement often leads to deepened understanding of both the work and oneself.

Do students experience emotion in response to written works intended to be funny, sad, provocative, and so on?

Can students relate their emotions to the purpose and meaning of a written work?

2. Applies personal experience to written works

Competent readers relate their personal experience to what they read, both in the process of reading (it is an inescapable precondition of understanding) and after finishing the written work. The latter activity often helps readers understand a character, idea or situation more fully than they did when they first read the work and were more or less under the writer's spell. After putting the book aside, readers may reflect upon their own experience with a similar character or idea. The process often leads to a more critical or more appreciative opinion of a work.

Do students recognize relationships between their own experience and something they read?

Can students effectively apply personal experiences to what they read in order to deepen their understanding?

3. Applies knowledge to other works or other fields of study

No written work exists in a vacuum. Competent readers will often compare something they are reading with something they have read in order to better understand it. Sometimes this means relating two books by the same author, one of which clarifies matter skipped over in the first. Sometimes it might mean looking at a number of selections--love sonnets, for instance, in order to more fully appreciate one of them. Often, full understanding of a written work will entail reading other works to which it alludes or upon which it is based. Full understanding of a Shakespearean comedy may well require some reading about life in Elizabethan England.

Can students relate what they read to other works?

Can students relate knowledge of other fields of study, such as history, science or philosophy, to what they read?

4. Analyzes written works

By analyzing text in class discussions and papers, students learn about the richness of language and the craftsmanship of writing; they come to understand that a work can have many layers of meaning beyond the literal. They should learn how to return to a text and attend to special aspects, such as the stylistic conventions employed, the formal structures or areas of multiple meaning. Students also need to learn to re-read to attend to complex or ambiguous sections of a text.

Can students identify the formal structure of a work and see how that structure contributes to the meaning of the work?

Can students identify literary devices and see how these devices contribute to the meaning of the work?

B. Evaluates Written Works

A certain amount of evaluating always takes place before choosing to read and while reading to determine whether to continue. This objective, however, addresses the deliberate evaluation of works readers have both comprehended and interpreted.

Instruction in reading and literature should not lead all students to a single scale of values by which to judge quality in written works. Rather, it should lead each student to develop his or her own scale of values, enable each student to apply that scale to a wide variety of materials and reading situations and assist each student to recognize the importance of other points of view. Evaluative criteria such as interest, relevance, clarity, imaginativeness, adherence to form and social importance should emerge naturally from a wide reading experience.

Although all readers possess unconscious criteria for judging what they read, it is important that readers be able to articulate their criteria. Competent readers often change critera for different types of reading, since they expect different experiences from popular novels, technical journals or newpapers.

Having articulated flexible criteria for the judgment of various texts, readers should apply them to what they read. Some of this application will take place automatically, but some of it will require training. At its most advanced state, this amounts to learning how to be a responsible critic--capable of analyzing a work, interpreting it on its own terms and relating it to the human condition.

What criteria do students use to evaluate poems and stories?

Can students apply appropriate criteria to evaluate a broad range of written works?

APPENDIX B

THE BARRETT TAXONOMY* COGNITIVE AND AFFECTIVE DIMENSIONS OF READING COMPREHENSION

Thomas Barrett[1]

Description of the Taxonomy

Reading comprehension as treated in the Taxonomy is divided into five major categories or levels: (1) Literal Comprehension, (2) Reorganization, (3) Inferential Comprehension, (4) Evaluation, and (5) Appreciation. Within each one of these categories are specific types of tasks which the teacher might present to his pupils in the form of purposes for reading or questions. The five major categories have been ordered from easy to difficult in terms of the inferred thought requirements each category appears to demand. To a certain extent the same thing has been done with the tasks within the major categories. This is not to say, however, that, at times, some literal comprehension tasks may be more demanding than some inferential or valuation tasks. It also follows, that the same observation applies to tasks within categories.

A. Literal Comprehension. Literal comprehension focuses on ideas and information which are explicitly stated in the selections. Purposes for reading and teacher's questions designed to elicit responses at this level may range from simple to complex. A simple task in literal comprehension may be the recognition or recall of a single fact or incident. A more complex task might be the recognition or recall of a series of facts or the sequencing of incidents in a reading selection. Purposes and questions at this level may have the following characteristics.

1. Recognition requires the student to locate or identify ideas or information explicitly stated in the reading selection itself or in exercises which use the explicit ideas and information presented in the reading selection. Recognition tasks are:

   a. Recognition of Details. The student is required to locate or identify facts such as the names of characters, the time of the story, or the place of the story.

   b. Recognition of Main Ideas. The student is asked to locate or identify an explicit statement in or from a selection which is a main idea of a paragraph or a larger portion of the selection.

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[1]Thomas Barrett, Innovation and Change in Reading Instruction, Sixty-Seventh Yearbook of the National Society for the Study of Education, Part II, pp. 19-23.

c. Recognition of a Sequence. The student is required to locate or identify the order of incidents or actions explicitly stated in the selection.

d. Recognition of Comparison. The student is requested to locate or identify likenesses and differences in characters, times, and places that are explicitly stated in the selection.

e. Recognition of Cause and Effect Relationships. The student is required to locate or identify the explicitly stated reasons for certain happenings or actions in the selection.

f. Recognition of Character Traits. The student is required to identify or locate explicit statements about a character which helps to point out the type of person he/she is.

2. Recall requires the student to produce from memory ideas and information explicitly stated in reading selection. Recall tasks are:

a. Recall of Details. The student is asked to produce from memory facts such as the names of characters, the time of the story, or the place of the story.

b. Recall of Main Ideas. The student is required to state a main idea of a paragraph or a larger portion of the selection from memory, where the main idea is explicitly stated in the selection.

c. Recall of a sequence. The student is asked to provide from memory the order of incidents or actions explicitly stated in the selection.

d. Recall of Comparisons. The student is required to call up from memory the likenesses and differences in characters, times, and places that are explicitly stated in the selection.

e. Recall of Cause and Effect Relationships. The student is requested to produce from memory explicitly stated reasons for certain happenings or actions in the selection.

f. Recall of Character Traits. The student is asked to call up from memory explicit statements about characters which illustrate the type of persons they are.

B. Reorganization. Reorganization requires the student to analyze, synthesize, and/or organize ideas or information explicitly stated

in the selection. To produce the desired thought product, the reader may utilize the statements of the author verbatim or he/she may paraphrase or translate the author's statements. Reorganization tasks are:

1. Classifying. In this instance the student is required to place people, things, places, and/or events into categories.

2. Outlining. The student is requested to organize the selection into outline form using direct statements or paraphrased statements from the selection.

3. Summarizing. The student is asked to condense the selection using direct or paraphrased statements from the selection.

4. Synthesizing. In this instance, the student is requested to consolidate explicit ideas or information from more than one source.

C. Inferential Comprehension. Inferential comprehension is demonstrated by the student when he/she uses the ideas and information explicitly stated in the selection, his/her intuition, and his/her personal experience as a basis for conjectures and hypotheses. Inferences drawn by the student may be either convergent or divergent in nature and the student may or may not be asked to verbalize the rationale underlying his/her inferences. In general, the inferential comprehension is stimulated by purposes for reading and teachers' questions which demand thinking and imagination that go beyond the printed page.

1. Inferring Supporting Details. In this instance, the student is asked to conjecture about additional facts the author might have included in the selection which would have made it more informative, interesting, or appealing.

2. Inferring Main Ideas. The student is required to provide the main idea, general significance, theme or moral which is not explicitly stated in the selection.

3. Inferring Sequence. The student, in this case, may be requested to conjecture as to what action or incident might have taken place between two explicitly stated actions or incidents, or he/she may be asked to hypothesize about what would happen next if the selection had not ended as it did.

4. Inferring Comparison. The student is required to infer likenesses and differences in characters, times, or places. Such inferential comparisons revolve around ideas such as; "here and there," "then and now," "he and she," "he and he," "she and she."

5. Inferring Cause and Effect Relationships. The student is required to hypothesize about the motivations of characters and their interactions with time and place. He/she may also be required to conjecture as to what caused the author to include certain ideas, words, characterizations, and actions in his/her writing.

6. Inferring Character Traits. In this case, the student is asked to hypothesize about the nature of characters on the basis of explicit clues presented in the selection.

7. Predicting Outcomes. The student is requested to read an initial portion of the selections and on the basis of this reading, he/she is required to conjecture about the outcome of the selection.

8. Interpreting Figurative Language. The student, in this instance, is asked to infer literal meanings from the author's figurative use of language.

D. Evaluation. Purposes for reading and teacher's questions, in this instance, require responses by the student which indicate that he/she has made an evaluative judgment by comparing ideas presented in the selection with external criteria provided by the teacher, other authorities, or other written sources, or with internal criteria provided by the reader's experiences, knowledge, or values. In essence, evaluation deals with judgment and focuses on qualities of accuracy, acceptability, desirability, worth, or probability of occurrence. Evaluative thinking may be demonstrated by asking the student to make the following judgments.

1. Judgments of Reality or Fantasy. Could this really happen? Such a question calls for a judgment by the reader based on his/her experience.

2. Judgments of Fact or Opinion. Does the author provide adequate support for his/her conclusions? Is the author attempting to sway your thinking? Questions of this type require the student to analyze and evaluate the writing on the basis of the knowledge he/she has on the subject as well as to analyze and evaluate the intent of the author.

3. Judgments of Adequacy and Validity. Is the information presented here in keeping with what you have read on the subject in other sources? Questions of this nature call for the reader to compare written sources of information, with an eye toward agreement and disagreement or completeness and incompleteness.

4. Judgments of Appropriateness. What part of the story best described the main character? Such a question requires the reader to make a judgment about the relative adequacy of different parts of the selection to answer the question.

5. Judgments of Worth, Desirability and Acceptability. Was the character right or wrong in what he/she did? Was his/her behavior good or bad? Questions of this nature call for judgments based on the reader's moral code or his value system.

E. Appreciation. Appreciation involves all the previously cited cognitive dimensions of reading, for it deals with the psychological and aesthetic impact of the selection on the reader. Appreciation calls for the student to be emotionally and aesthetically sensitive to the work and to have a reaction to the worth of its psychological and artistic elements. Appreciation includes both the knowledge and the emotional response to literary techniques, forms, styles, and structures.

1. Emotional Response to the Content. The student is required to verbalize his feelings about the selection in terms of interest, excitement, boredom, fear, hate, amusement, etc. It is concerned with the emotional impact of the total work on the reader.

2. Identification with Characters or Incidents. Teachers' questions of this nature will elicit responses from the reader which demonstrate his sensitivity to, sympathy for, and empathy with characters and happenings portrayed by the author.

3. Reactions to the Author's Uses of Language. In this instance, the student is required to respond to the author's craftsmanship in terms of the semantic dimensions of the selection, namely, connotations and denotations of words.

4. Imagery. In this instance, the reader is required to verbalize his/her feelings with regard to the author's artistic ability to paint word pictures which cause the reader to visualize, smell, taste, hear, or feel.